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As a guide for teachers of gifted students, this manual covers the basic content areas provided for all pupils on the junior high school level, but the materials and experiences discussed are designed to provide both breadth and depth. The nature of the social studies program for the gifted in junior high school involves a minimum use of the basal textbook, particular attention to current affairs, acquaintance with the historical method development of skills such as generalizations and relationships, and attention to work habits and study skills.

The social studies program for gifted students is designed to instill in the pupils some important skills which will help each student to make the most of his contact with the social studies content areas. Some of these skills include use of books, use of library facilities, organizing information, compiling bibliography, outlining, note taking, distinguishing between fact and opinion and propaganda, drawing conclusions from data, interpreting maps and globes, developing sense of chronology, preparation of written research reports, and problem solving.

An integral part of this program for gifted children is evaluation. Students should be given opportunity for self-evaluation. Teachers of gifted students should evaluate program outcome by the degree of knowledge and understanding, critical thinking, study habits, values and attitudes, and participation in group discussions which was developed in each pupil.

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TEACHING THE GIFTED IN THE SOCIAL STUDIES

School District of Abington Township

Abington, Pennsylvania

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TEACHING THE GIFTED

IN

THE SOCIAL STUDIES

SUPPLEMENT TO CURRICULUM GUIDES

for

Social Studies Seven
Social Studies Eight
Social Studies Nine

SCHOOL DISTRICT OF ABINGTON TOWNSHIP
Abington, Pennsylvania

September 30, 1961

Preparation of the Guide

by

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School District of Abington Township

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In Charge of Instruction

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FORWORD

The curriculum guides provided for each grade level furnish the teacher with a framework and content outline. However, the School District of Abington Township follows a program of separate classes, on the junior high school level, for academically gifted pupils.

This places upon teachers who have these pupils a responsibility and an obligation to differentiate instruction to provide for the particular learning abilities and problems of this group. To the visitor in the classroom this differentiation should soon become apparent. If it appears to be just like any other social studies class, then we're not fulfilling our responsibility to this group.

This supplement will review in general some of the things that teachers of this group should know about their students, stress the kinds of things we should strive to develop in them, and indicate the kinds of specific learning activities and materials which teachers should use with such groups. Basic texts and outlines in the basic curriculum guides provide a common background with other groups, but it will be the teachers' responsibility to supplement this with advanced materials from the library, audio-visual sources, community resources, and to motivate and stimulate this group to use multiple sources.

Many of the things we do with these groups we do with all pupils, but special attention must be given to the skills which those more capable of academic achievement can master on a much higher level than other learners. These will be indicated in more detail in the skills area of this supplement.

Teachers will probably have many other techniques and suggestions. In the section provided for Teacher Notes, it is suggested that a record be kept of successful practices with notations that may be of help to others or for future use and development. Another suggestion which would be very helpful would be the making of duplicate copies of unit plans which might be used by other teachers.

Miss Florence Benjamin
Social Studies Coordinator

PART I

THE STUDENT, THE TEACHER, AND INSTRUCTION

Characteristics of Gifted Pupils

The characteristics listed below are the generally acknowledged and observable characteristics of gifted children.[1] Teachers need to know these, to understand them, and to accept them. They are reviewed here in order that teachers be conscious of them in their teaching. Teachers are also reminded that they are, first of all, junior high adolescents and while of superior ability, not all will evidence all of these characteristics or in the same degree. It will be gratifying to a teacher to keep an anecdotal record of each child as he arrives in the class and to note the growth pattern. A checklist form will be found in the appendix for such use by the teacher.

1. Frequently superior in physique and in emotional and social adjustment.

2. Language ability. He is usually advanced in size of vocabulary and in accurate use of words.

3. Reading skill and comprehension usually above grade.

4. Ability to make generalizations. After seeing common elements in situations he can deduce readily.

5. Grasp of abstract ideas and principles.

6. Insight into problems.

7. Reasoning ability with the forming of hypotheses and testing them out.

8. Problem solving abilities which involve reasoning and other abilities.

9. Speed of learning. Many will complete tasks quickly and retain what they have accomplished. However, a brilliant mind may also work slowly, checking details and being aware of so many possibilities he needs time to choose and select that which is best.

10. Persistence. If there is a reason for doing something, and it is challenging, he can and will keep at a task a long time. However, if he can easily be distracted, and be distracting.

11. Memory. He has little trouble in remembering what he has use for, but he may rebel at memorizing that which he sees no use for.

12. Foresight. His ability to profit from experience which involves memory and reasoning enables him to foresee what might happen in similar circumstances.

13. Humor and wit. He frequently may use the clever retort or the pun.

1/ Cutts and Moseley. Teaching the Bright and Gifted, Prentice-Hall, Inc. Englewood Cliffs, N. J., 1957

14. Range of interests. He will have many interests in and out of school which may have developed into his being an avid reader, a collector, or having a specialized hobby.

15. Alertness and keenness of observation. He will be quick to notice things and to take in detail.

16. Curiosity. He will want to know why and how and ask in pursuing these many and sometimes even exasperating questions.

17. Creative ability. He will have ideas, new ways of approaching old problems and originality expressed in many ways.

18. Critical judgment. He will make comparisons and evaluations and want to know if this is satisfactory, will it work, etc. This use of critical evaluation and judgment may sometimes make him unpopular. Teach him to use it tactfully and constructively.

19. Desire to be of service. He is usually interested in people, in the world, and in social problems.

20. Initiative. He is quick to see when something needs to be done and to do something about it. Channel this and encourage it.

The Teacher of the Gifted - Characteristics

One of the questions frequently raised in any discussion of teaching gifted children is whether the teacher himself needs to have special characteristics. Certainly the teacher needs to be well trained in his subject field. It also helps in the social studies field if his background gives him some familiarity with history, geography, anthropology, sociology, economics, government, and philosophy. He needs to know sources to which both he and his students may turn to get information they need, and to teach the skills and processes this group needs to have.

Teaching this group requires more effort, more skill, even more planning by the teacher, but this group needs and deserves excellent teaching.

In guiding the learning of the gifted in special classes we have not eliminated individual difference. The interests of individual pupils may differ as well as degree of skill and maturity. It is here that the teacher of this group needs himself to be creative and flexible. Each step of what to do cannot be spelled out and teachers certainly wouldn't want it to be. All that we know about the characteristics of junior high school adolescents plus what we know of the characteristics of gifted children become an indispensable part of the social studies teacher's background along with his knowledge of his subject matter.

As we listed characteristics of gifted pupils, we will list some characteristics which teachers of the gifted should have. 1/

1. Accept and respect gifted pupils. Do not feel awed or threatened by them; being either timid or overbearing will not create the kind of classroom atmosphere in which gifted children will thrive.

2. Provide balanced recognition of a student's special strengths, potentialities problems, and limitiations.

3. Help pupils to face the reality of their problems, both personal and academic.

4. Present a rich and varied background of learning and experience from your own academic training and personal experience.

5. Stimulate a "love of learning" in these academically talented pupils for whom scholarship may be a major part of their lifework and experience. By routine assignments and unneeded drill type activities, this can be killed.

6. Help pupils to question, to evaluate, to understand.

7. Help pupils to recognize the interdependence of flexibility of thinking and careful organization and help them to set standards by which to judge their ideas and their work.

1/ Op. Cit. The Social Education of the Academically Talented, pp. 11-12

8. Be willing to try new procedures, to help youngsters to work independently, as well as to give them opportunity at times to work in groups.

9. Have an enthusiasm for learning and see each pupil as a bright and able person who needs your help to develop.

10. When it seems necessary, do work closely with the counselor and the parents to help the child.

Just as it was indicated that not all bright pupils possess all characteristics or all in the same degree, so as a teacher you may not. However, to work toward these characteristics listed here in helping these gifted youngsters who may far exceed us in potential, but not in social maturity and understanding, is our aim. To recognize that these youngsters may not always be social conformists, that they may exercise independent judgments will take flexibility, modification, and understanding on our part.

The teacher is the key requisite of a successful program. No matter how good the program on paper, no matter how excellent the materials provided, the teacher - his personality - his classroom practices - the way he works with these youngsters will determine whether it is good or bad program.

How do you rate yourself?

Content

The basic content areas for this group will follow the Curiiculum Guides provided for these grade levels. However, while the content area remains the same the materials and experiences used for instruction with this group can provide both breadth and depth for this group. For this group the mastery of facts should always be related to concepts and ideas to illuminating relationships between the events, and between past and the present.

Use of the Basal Text

The basal text for this group should be considered minimum. They will undoubtedly master the content easily and quickly. When the teacher finds this to be so, he should not spend unnecessary time in drilling or in repetition of the same which will only tend to dull the interest of this group. At this point the teacher of this group needs to raise such questions - if the pupils don't beat him to it, as - Why did this happen? What might have happened if this hadn't occurred? Would some other course have been better? Is there any reason to believe this might not have happened? Do other sources add any light on this?

While all pupils can achieve generalizations of some kind, the high IQ pupil should achieve generalizations accompanied by a rich and varied background of detail which he acquires from multiple sources in addition to his basic text. Instead of everyone's working with the same materials, pupils in this group may work on different aspects of a unit and with different materials.

Teaching Current Affairs

With this group for part of content the teacher should plan definitely for teaching current affairs in all junior high years. Not only for those current happenings that relate to basic subject matter areas in the course but to develop and broaden student interest and concern in local, national, and international affairs. Specific suggestions appear elsewhere in this supplement.

Acquaintance with Historical Method

The mass of content in the social studies is continually growing and will become more staggering as more facts are amassed.

To develop in able pupils a love of history is to acquaint them with the historical method, to enable them to see that historical knowledge, while facts do not change, may require reinterpretation as new knowledge comes to light. To have them know that while free expression of opinion is essential it must be supported by facts and principles is of prime importance for this group.

Development of Skill Areas

Another characteristic of social studies for the academically talented is that it stresses "generalizations, relationships, abstractions in addition to the narrative and descriptive material." To examine the narrative and its context; to go on to causes and significance should become established with this kind of group. These skills are dealt with later in the Supplement.

Use of Special Interests and Abilities

Within this group will be individuals with special interests and talents. These may be given the opportunity to channel their special interests in relation to the content area. Their projects or reading may be structured around for example the art, the music, or the science or literary developments within the area of their special interest. At the same time their sharing of their work with the rest of the class will enrich and broaden their understandings and appreciations both of the individual student contribution and of the subject matter.

Attention to Work Habits and Efficient Study Skills

While many of these academically talented youngsters have ability and potential, they may not have developed the kinds of work habits and study skills which enable them to work efficiently and to full capacity. Consequently, the teacher of this group should try to assess as early as possible what pupils need help and in what areas. This group needs particularly certain kinds of skills which are directly related to intellectual capacity such as skills for carrying on research, drawing generalizations, problem solving skills, leadership and group participation skills. We cannot assume that these are acquired automatically as by-products of learning subject matter. These must be understood by the teacher as they need these skills. They will not become expert at junior high level in their application, but the alert teacher watches and helps them to grow and to develop in their use. It follows that the teacher must provide opportunity for the kinds of learning experiences which will let them make use of them. It will become a matter of great satisfaction to both student and teacher as growth is seen.

Importance of Attitudes and Values

For this group, too, attitudes should be considered extremely important. A natural curiosity and eagerness to learn is usually characteristic of these academically talented youngsters. To foster this, not deaden it, is the function of the teacher of this group. To give the kinds of assignments, the kind of help to use the kinds of materials and techniques which will challenge them to use their best effort which will stimulate a real interest in social studies subjects is a major responsibility of the teacher of this group. Too frequently we are guilty of the kinds of practices which deaden interest. Let us make it a major goal to stimulate, not dull, interest and learning in our field.

In addition to attitudes toward learning in the social field, the attitudes and values that the gifted child develops are of real concern to society.

Because of his potential to serve society, it becomes necessary to help him develop attitudes of service and to view his educational opportunities as a means of being useful to his home, his class, his school, his community, and country. This idea of service shouldn't be limited to serving on committees or service squads but extended to include sharing his ideas and talents, participating in activities.

As he is capable of sharper insights than average pupils, he should be helped to see and analyze attitudes that he holds toward others, either individual or group. Respect for and acceptance of the ideas and work of others, the ability to assess personal and group behavior critically should be fostered and developed. Positive attitudes both for this group and toward it are needed.

Leadership Training

These, too, are the youngsters who will fill many and varied leadership roles. Certainly intelligence is not the only component of social leadership; personality factors and situations are determinants also. However, training both in leadership and followership should be given and the opportunities for leadership activities and skills be given to those who may develop more social sensitivity than others.

Standards of Performance

If the teacher expects high performance, pupils will grow in that direction. Teachers at this level should not expect perfection even of superior pupils. It is important that both the teacher and pupil see the need for growing in mastery, however. If there's difficulty with spelling, it means checking with the dictionary. Neat papers well written and set up according to directions should be expected of this group. How a piece of work is done, as well as that it is completed, should be part of their evaluation of their own work. Accuracy of information, organization, and presentation all deserve careful consideration. If the pupil understands from the beginning that he is capable of superior achievement and that this is what he is expected to work toward, good work habits and high level performance should result.

Teacher judgment will have to be exercised here. Rigidity that would stifle creativity and originality is certainly not intended, but neither are these an excuse for sloppy, carelessly prepared work.

Participation in Social Studies Seminar

Opportunity is offered to able pupils of grades nine through twelve for participation in the Social Studies Seminar. Its purpose is to provide for those pupils who have a particular interest in the social studies an opportunity to meet one evening a week for two hours to hear and discuss with resource speakers certain areas in the social studies field which may not be possible or feasible within the classroom. The members of the Seminar have an opportunity to be introduced to all the areas of the social sciences - anthropology, archaeology, history, economics, political science, sociology, psychology, and geography. The responsibility for planning program and obtaining resource people is that of a Steering Committee composed of men and women in the community who have an interest in developing the interests of

this group in the social studies field both vocationally and for broadening their understanding and experience in the field.

Students are invited to apply for admission. Admission is based on ability, achievement, and interest. Teachers should be alert to encourage and recommend those who can profit from such a program to apply. Additional information is available from the Social Studies Coordinator.

Social Studies teachers are themselves encouraged and invited to arrange with the Social Studies Coordiantor to visit at least one of these sessions during the school year.

Basic Principles to Be Followed in Teaching Gifted Classes

Practices effective in teaching these groups need to be based upon the characteristics already listed of gifted pupils.

1. Establish with the group early the expectation of maintaining a high standard of performance but be realistic in assessing this with the fact that these are junior high age pupils.

2. Develop an attitude that quality of work, ability to study, plan, and organize, to make wise choices, to grow in mastery of these are ultimately more important than grades.

3. Develop the habit of using more than one source for obtaining information and for checking its accuracy.

4. Occasionally allow an individual to work independently and at his own speed but under your guidance. At this age few can work completely on their own without assistance.

5. Don't stop with mastery of facts but go on to an examination of their context, their causes, their significance, of ideas, of generalizations.

6. Use a wide variety of approaches and techniques and curriculum materials to stimulate and sustain interest and achievement.

7. Correlate the work in social studies with that of other subject areas by working with teachers of art, music, and literature.

8. Use the kind of assignments and learning experiences which are not quantitatively <u>more</u> of what is being done in regular classes, but qualitatively the kind suited to the interests and abilities of these capable youngsters.

9. Keep homework assignments, not of the busywork variety but challenging, and be aware of the time element involved. These younsters need and should have time for leisure activities outside of school.

10. Provide practice for developing research skills and critical thinking.

11. Provide opportunities for self-evaluation and appraisal.

The Classroom Climate

It is important that the atmosphere or climate of any social studies classroom be such that young people feel that it is the kind of place they like to come to, and that they can enjoy working in. Here again, however, for gifted students it becomes especially so in order that every pupil feels that he is making a contribution and that he is encouraged to use his abilities as fully as possible.

The classroom itself should be a workroom or laboratory with a globe, atlases, maps available and shelves for supplementary materials. Bulletin boards should reflect the work being done by the class, individuals, or groups. This group should with the teacher's supervision be able to plan and set up bulletin board displays and exhibits and keep them up to date.

The teacher should try to create an informal atmosphere in the classroom in which a number of activities at times can proceed simultaneously. This does not mean a room where everyone is under such strict discipline that there is complete quiet; neither does it mean absence of discipline. Rather it means that the teacher has developed with pupils an understanding of how work may be carried on independently or in groups with each having an awareness that others are working and that he must respect that and proceed in such a manner as to interfere with others as little as possible. This may take a few days to develop but when each knows what he is doing and is helped to proceed, it can be done without the teacher's loss of control and yet without youngsters feeling stifled.

The classroom should be a work place for these people under teacher supervision and guidance not just a place where what has been done outside the classroom is reported or recited. Where it seems advisable, a pupil or group working on a project may be released to work in the library. This should be arranged with the librarian.

When the class is to discuss, pupils should know how to participate so that they feel free in a give and take situation. Each should be able to make his contribution or raise his question in a manner which respects the point of view differing from his own. Discussion rather than recitation should be the procedure with this group. The teacher may be the leader or the pupils given at times opportunities to act as discussion leader. They will not be perfect, but now is the time to help them to develop good discussion techniques and procedures.

Grouping and Instruction in Social Studies Classes

As part of Abington's program for gifted children, at the junior high school level, homogeneous grouping is used in order that more adequate provision may be made for developing the potentials of these more-able students. This is recognition of the fact that one of our country's greatest resources is her bright children. They need every stimulation and help we can give them.

In two of the junior high schools at present we have pupils enrolled in "gifted" classes or track programs while in the third they are homogeneously grouped based on reading ability. We believe that equal opportunity is that which gives each child a chance to make his maximum growth in acquiring information and understanding and in developing those skills, attitudes, and appreciations needed and valued by our democratic society.

Certainly social education is important for <u>all</u> pupils; it is especially so for those of superior intelligence since as individuals they have more abilities or higher level abilities through which they can serve. In addition they have the capacity to receive more from others.

Evidence tends to support the fact that gifted students grouped together in separate classes do not develop negative psychological, educational, or social attitudes. In such groups: 1/

1. The gifted student is able to see himself more realistically than when his reference group is consistently of lower ability. He is better able to recognize his weaknesses and appreciate his strengths.

2. Where the program is geared for more able students, the gifted child learns that achievement requires effort, and he is encouraged to develop the essential skills in scholarship.

3. The gifted student can more readily be challenged to fulfill his individual potential. This outcome is in harmony with basic democratic tenets supporting the maximum development of each individual.

4. The gifted individual can better receive the stimulation and encouragement of those with common interests and concerns - the impact of good minds upon good minds.

1/ Ruth Wood Gavian, ed. <u>The Social Education of the Academically Talented</u>, National Council for the Social Studies, Curriculum Series No. Ten 1201 Sixteenth Street N.W., Washington 6, D.C., 1958, p. 3

Teaching Skills Needed in the Social Studies

In the area of social studies skills where we have tested able pupils who have applied for the Social Studies Seminar, it has been shown that there are certain skills which need strengthening for this group.

Skills are not of course to be developed in a vacuum. Understandings are compounded of facts, concepts or ideas, relationships, principles. For the acquisition of understandings in the social studies certain skills are necessary - skills in location, collection, organization, generalization, in expression and retention of materials, in defining and solving problems. Skills are related to the process of learning and will be related to content and the use to be made of learning materials.

Some skills are simple; others complex; some skills are dependent upon other skills; some are motor; some intellectual and some social.

Skills of Special Importance to Gifted Students

While these skills are important for all pupils in the social studies program, it is particularly important that the gifted pupil acquire them as early as possible and use them efficiently. We cannot assume that because he is bright that he has mastered these and will make use of them. In planning for teaching we must plan to teach these skills when they are needed to provide the opportunity in the learning experiences set up to practice these skills. Further, we should attempt to follow the progress of each child in these, help him to overcome weaknesses and enable him to grow in mastery. Once he has acquired the know how and is given the supervision and guidance to know how to proceed and evaluate his own progress in these skills, they will become a part of his pattern of work and thought habits.

As teachers we will need to keep in mind that while these "gifted" pupils learn rapidly; some will progress faster than others; and still others will need more help in certain areas. This is where through individual conferences and help each can be helped where his particular need is evident. In the pupil-teacher relationship, if the pupil has been helped to see that the teachers' purpose is not that of a taskmaster but to help him grow in acquisition of these skills which he will make use of not only now but throughout his life in and out of school, he will more readily revise and redo where it is indicated.

To be sure growth in these areas in developmental; no skills are learned in any one grade or thru any one experience. As the learner matures in experience, he will also become more skilled in their use. The foundations have already been laid in the elementary school. In junior high school we must continue to teach these skills as well as through the high school years. Skills must be used repeatedly, consciously, and in different situations if they are to become persisting parts of the student's equipment. As each pupil moves on

to a higher level in a particular skill, we have moved one step further in achieving our aim of developing effective citizenship in our democracy. As these become part of a behavioral pattern, they are the evidence that learning has taken place.

Wherever through correlation and planning with teachers of other subject a these skills can be utilized, social studies teachers of this gifted group shou be alert to seize the opportunity for joint planning. At the junior high schoo level where this group should have increasing opportunity to engage in the kind of learning experiences which will enable him to develop his potential ability the following skills will be much needed:

Outline of Skill Areas to Be Emphasized for Able Pupils

Skill Areas - Junior High

I. Locating and gathering information

A. How to use a book
1. Title
2. Author
a. Information available on his competency
3. Table of contents - its usefulness in showing order of topics discussed
4. Index
a. Knowledge of location, purpose, content, kinds of indexes, ability to pick key word, knowledge of index mechanics: punctuation, italics, transposed word order

B. Using library facilities
1. The cooperation of the librarian useful here
2. Use of Reader's Guide to Periodical Literature
3. Use of card catalog
4. Use of vertical files
5. General encyclopedias and references
6. Make use of periodicals

C. Finding community information
1. Resource people
2. Interview techniques
3. Field trips, visits

D. Obtaining information from audio-visual sources
1. Films, filmstrips, recordings, pictures, artifacts

II. Organizing and evaluating information

A. From firsthand experiences, individual and group

B. From printed accounts

C. Making of table of contents

D. Compiling of simple bibliography

E. Key guides to organizing
   1. Definition of key terms
   2. Recognition of main and subordinate points
   3. Distinction between what is relevant and irrelevant material
   4. Logical arrangement of ideas
   5. Indication of time and place and event sequences
   6. Recognition of cause and effect relationships

F. Outlining

G. Note taking
   1. Establishment of purpose for note taking
   2. From printed materials, from oral reports

(N.B. to Teacher - Plan a lesson discussing this, have pupils take notes on a common assignment; compare notes; discuss)

III. Distinguishing between fact and opinion and propaganda

A. Source of information

B. Authority evaluation

C. Motives

D. Use of word symbols

IV. Drawing conclusions from data: a fundamental social studies skill

A. Basically a skill in reasoning related to cause and effect relationships
   1. Conclusions not beyond information avaialable
   2. Elimination of wishful thinking
   3. Hypothetical conclusion based on possibility of new evidence

V. Using materials in graphic form

A. Charts, graphs, posters, cartoons, diagrams, slides, films, film-strips, pictures
   1. Teaching usefulness, interpretation, construction

B. Relation to content or problems of which they are a part

C. Usefulness as study aids and as stimulation to critical judgment

D. Comparison of graphic materials and their usefulness
   1. To develop critical judgment
   2. To see relationships

E. Skill of gifted pupils in this areas as in others to vary in degree rather than in kind from that of other pupils

F. Development of criteria for judging graphic materials
   1. Is it accurate?
   2. Does it show what it intends to show?
   3. What is its purpose?
   4. When was it made?
   5. What is the source of its information?

. Developing time sense and chronology

A. Orientation to historical view of time at junior high level

B. Sense of continuity and duration of time
   1. The tying of chronology to change and continuity in order to show how old problems become new ones
   2. Keying of dates to events marking significant events or beginning and end of developments
   3. Showing persistence of institutions, of ideas, of ideals, of customs and beliefs
   4. Establishing what peoples in various parts of the world were doing at a particular time or period of development
      (1) Construction and use of time lines
   5. Generalizations based on time - eg. development of nationalism, unification of the colonies, development of democratic institutions

. Interpreting maps and globes

A. Planning for instruction in use of maps and globes when maps are to be used for a specific purpose

B. A developmental skill introduced in elementary grades and maintained and developed in the junior high grades

C. Skills to build on and develop
   1. Reading map symbols
      a. Line of color, dots, lines
      b. Locating places on maps and globes
      c. Orientation in terms of direction - north, south, east, and west - and n.e., s.e., etc.
      d. Use of map scale and guide lines
         (1) To recognize scale and compute distances to be developed at junior high level
         (2) Ways of expressing scale - graphic scale, statement of scale, representative conversion
         (3) Developing sense of ground and map distances, ability to visualize scales
         (4) Locating places in terms of latitude and longitude
         (5) Using of principal meridians and base lines

D. Using and comparing maps of different projections
   1. Awareness of distortions resulting from types of projections
   2. Introduction of polar centered map
   3. Comparing maps and drawing inferences

a. Selection of topic permitting variety of viewpoints
b. Suggestions of questions relating to topic
c. Use of four to seven participants
d. Collection of information from variety of sources - facts, opinions (polls)
e. Role of chairman and discussants
f. Discussion and question period - (Few junior high groups can carry on sustained question periods without having help and direction from the teacher. This ability comes with experience.)

4. Evaluation by teacher and pupils
   a. Have the facts been adequate and pertinent?
   b. Has skill in locating information increased?
   c. Was the presentation effective?
   d. Was the agreed on procedure followed?
   e. Were the conclusions reached valid?

Preparation of written reports

1. Choice of subject
   a. Availability of materials
   b. Not too broad in scope
2. Research
   a. Use of card catalog in library
   b. Use of Reader's Guide
   c. Use of vertical files in library
3. Note taking
   a. On 3 x 5 or 4 x 6 cards or slips of paper of uniform size. On each slip indicate exactly the names of the author, title, publisher, and place and date of publication. This information will later be used for footnotes and bibliography.
   b. Notes on these cards noting page references. Use one slip for each topic or subtopic. Think of a key word and place it on top margin. This will help later in arranging cards to fit outline or plan of writing.
4. Writing the paper
   a. Making of an outline after completion of note taking. Checking of the outline by the teacher for suggestions or corrections
   b. The writing of a rough draft from outline and notes. Checking for corrections in spelling, organization, style, grammar, content
   c. Rewriting of final draft putting illustrations, maps, charts, etc. wherever appropriate
5. Making of a bibliography
   a. List of references used in the paper
   b. Use of correct form in listing in a bibliography
6. Using footnotes
   a. To indicate authority for facts or opinions not your own, unless the fact is so well accepted or known that no one would question

IX. Problem Solving Skills

In helping the gifted group to realize its potential, it is important that we have not mere book learners but also problem solvers - those who will know what use to make of information once they have acquired it. These people will be dealing with situations for which there are no ready made answers and they need to know how to proceed in order to be the effective citizens we want them to be.

Problem solving is learned; it is not inherent. To be sure not all social studies learning and understanding is necessarily of the problem variety. However, whenever it can be used it stimulates and motivates interest because it implies participation and consideration of action.

Before students can function efficiently, he must possess the skills already discussed or develop them as he proceeds in his solution of the problem. Here again the skillful teacher needs to guide and direct. To become familiar with the steps in problem solving, however, is as necessary for the social studies student as knowledge of the scientific method is for the science student.

Steps in Problem Solving[1]

A. Defining the problem
   - Is the problem stated clearly and concisely?
   - Is it a real problem? (Distinction between a topic and a problem)
   - What caused it?
   - Does it need to be solved?
   - Is it of long range significance as well as of immediate interest?
   - Is the problem within our capacity and knowledge?
   - Will we benefit by a consideration of the problem?
   - Do we know of any ways in which the problem might be solved?
   - Do we know what outcomes might be expected?

B. Working on the problem
   - What do we know already about the problem?
   - What additional information do we need to know?
   - How can we get the information we need?
   - Under what topics or questions can we organize our information?
   - Is there an understanding of the ideas and concepts involved?
   - Is the illustrative material in the form of charts, graphs, maps, etc., clear?
   - Does the information relate to the problem?
   - Is it fact or opinion?

C. Drawing a conclusion or reaching a solution
   - What are the possible conclusions which can be drawn from the material we've collected and analyzed?
   - Do these possible conclusions coincide with the tentative conclusions or solutions suggested at the time the problem was defined?

[1] Adapted from the booklet on Problem Solving, Detroit Citizenship Education Study and Wayne University

Which solution or conclusion seems best in the light of possible consequence?
Which might be eliminated?
What conclusion or solution remains after the above steps have been taken?
What reasons or evidence support this?

D. Carrying out the conclusion or solution
What action does the conclusion or solution indicate?
Is there anything we can do about it?
How should we go about it if there is anything to be done?
Have there been any changes in our sense of values?
In the event of new evidence, what should we do?

Problem solving is an essential skill for the good citizen in a democracy. Why?

Teaching Social Studies Skills to Gifted Students

In junior high school it is wise to start with short papers giving attention to quality, procedure, and the mechanics of preparation. The teacher should plan to take a single phase of preparation at a time and to work with pupils on it so they may be guided in each phase of preparing the paper. While these are able pupils they don't come equipped with this know how. It has to be learned, and to be learned efficiently, they have to be taught.

Teachers should, for instance, take time in teaching note taking and in checking the notes handed in as well as in checking outlines and rough drafts of papers. At times it is well to consider these with the class as a whole noting especially good and poor ones so they may benefit from each other. The use of the opaque projector is effective here with the teacher projecting anonymously examples of work which could get across the points he wishes to make. Ample class time should be allowed for such work under the teacher's supervision.

No writing should be undertaken until the topic and outline have been checked and approved by the teacher.

When the paper has been completed it should be evaluated on organization and indication of use of the technical skills involved, factual accuracy, neatness, thought, originality of presentation.

The research paper is an assignment from which above average pupils will benefit. This is a skill they will need to use many times and on social studies teachers at the junior high level rests a large measure of responsibility for development of such skills. Where teachers can plan their work to correlate with the teacher of language arts, such skills may be worked on cooperatively. This is highly desirable where teachers and pupils schedules make it possible.

General Suggestions for Techniques to Use with Gifted Classes

1. Use of special interests of superior students - music, art, hobbies
2. Study of cartoons, slogans
3. Reviewing books related to subject matter
4. Development of annotated bibliographies on a given topic or unit
5. Making of a tape recording to be shared with other classes
6. Compiling of a booklet of historical sites and maps
7. Creative writing based on personalities, events, situations related to unit

Dramatizations	Diaries
Stories	Journals
Poems	Newscasts
Musical selections	Letters
Newspaper	

8. Special reports, oral or written, involving use of research techniques by individuals and/or groups
9. Development of slides or filmstrips and accompanying script
10. Construction of models, graphs, charts
11. Organization of discussion clubs, junior historians, etc.
12. Planning of an assembly program as an outgrowth of unit of work
13. Use of community resources - speakers, fieldtrips, etc.
14. Development of activities to be entered in Freedom Foundation, Valley Forge
15. Panel discussions
16. Keeping of card file for recording readings
17. Planning and setting up Bulletin Boards and exhibits
18. Use of taped radio or TV programs - for content analysis and consideration of points made
19. Participation in community activities of a service nature
20. Use of interviews
21. Use of problem solving techniques

Evaluating the Gifted in the Social Studies

In the Curriculum guides for the seventh, eighth, and ninth grades, it is stated that evaluation should be considered an integral part of the teaching-learning process. This is no less so in the teaching of the gifted. Testing is an important part of evaluation, but evaluation is a much broader term than testing. It must be comprehensive enough to measure all the outcomes, and it will include formal as well as informal appraisals. Formal testing may include teacher made tests as well as standarized tests. Informal measurement may include observation, interviews, studies of pupil attitudes, interests, and relationships which do not readily lend themselves to formal testing.

Evaluation for this group then does not differ basically from that for any other learner. As we've pointed out before, rapid learners are not a "breed apart", but there are some aspects of evaluation that the teacher should be particularly aware of with this group. As in any program, the process of appraisal must be a continuing one, and the objectives and the anticipated outcomes with this group should determine the kinds of instruments used in evaluation.

Self-evaluation

One thing in particular that the teacher of this group should do is to provide for students to do some self-evaluation. These students are especially well prepared to do this because they can make insightful judgments. They should have some opportunities to do this as part of their training. They need to know that they are capable of high achievement, set high standards for themselves, and consider to what extent they have met these standards. When they participate in evaluation procedures, they are better able to accept and make use of its results.

Outcomes

These should be kept in mind in setting up evaluation procedures:[1/]

1. Knowledge and understanding - These should be measured by depth and precision of understanding rather than mere additions to the store of factual information, and facility in the handling of concepts and studies.

2. Thinking critically - While this is closely related to problem solving, it may be evidenced in many ways: to accept, to reject, to weigh and consider, will permeate discussion activities, book reviews, editorials, role playing and many other types of activities and should be evaluated for thinking.

1/ Klein, Social Studies for the Academically Talented, N.E.A. and N.C.S.S., 1201 Sixteenth Street, N.W., Washington 6, D.C.

3. Skills and work habits - These have been given in some detail in this bulletin and evaluation should definitely include assessment of ability to generalize, to think abstractly, to think critically, to draw inferences from data, to gather and organize information, to see casual-effect relationships, to formulate hypotheses and test them in problem solving, to plan and work independently, to read with discrimination and comprehension, and to write and speak with order and clarity.

4. Values and attitudes - These will include a respect for facts as well as human beings, openmindedness with a willingness to tolerate points of view other than one's own, integrity, and social sensitivity. The classroom climate should be such that they know differing values and attitudes are to be tolerated. The teacher of this group must not penalize for non-conformity in these areas; creative personalities must not be stifled. However, the teacher should try to direct these toward socially desirable and acceptable ends.

5. Participation in group discussion and action - Although the academically talented are certainly not the only ones who assume responsibility for solving problems, their contribution here can be large either as an influential leader or as a perceptive, informed, and cooperative follower. Formulating ideas and lines of action through discussion and then implementing them can be helpful also in developing, discriminating judgments.

If we accept these as the objectives of our teaching, then it obviously is not fair to evaluate only the acquisition of facts. Not all of these objectives will be evaluated by formal testing procedures although there are standardized and objective tests which are helpful in their measurement. Results of observation of these may be kept rather reliably through the keeping of anecdotal records and by checklists. These may be kept by both the teacher and the students.

Testing

Most of the tests given will be teacher constructed tests. At times it will be helpful to have the class help to construct one in order to put emphasis on important information and skills. From time to time standardized tests may also be administered to this group.

Types of Questions

Objective - These are useful for covering information and understandings. They may be of the short answer type, completion, multiple choice, or matching. True-false should be used with caution because they encourage guessing and emphasize wrong answers. With accelerated pupils they can be used with profit, however, when choice must be exercised between basic ideas or when reasons for truths or falsity are to be supplied. It is seldom wise to rely on one type of question only. They should be varied.

Essay - At the junior high level the academically gifted pupil should be developing skill in handling an essay type question. The teacher should take particular care in the wording of the questions and also undertake to teach how such a question should be answered. The student needs to be taught this - not to acquire it by trial and error. Neither will a student do well in an essay type examination unless he has been given the opportunity in classroom discussion to use the kinds of skills asked for in an exam.

Time must be taken to teach this. The teacher would do well to develop with students a sheet of pointers on "How to Write a Good Answer to an Essay Question."

Some pointers to be included might be:

1. Consideration of what the question asks for (discuss, compare, contrast, analyze, evaluate, etc.)
2. Determining the central issue involved in the question.
3. Outlining relevant material to be included.
4. Organizing the development of the answer.
5. Writing a good introductory paragraph.
6. Selecting good topic sentences and sub-topics under it.
7. Presenting as precise evidence as possible - not vague generalities.
8. Pulling the answer together with an effective and valid conclusion.

Students will need to have practice in writing such answers before they are called on to do so in a test situation. It is suggested that the teacher word a question and work out the answer on the blackboard with the class on the basis of the criteria listed in "pointers." The question should be analyzed with the class first so they are conscious of what it asks them to do, and then the answer developed in the same relationship. Next, the teacher may give a question asking each to do his own analysis and answer. These should be gone over carefully by the teacher. Without names they could be flashed on a screen with an opaque projector and discussed with the class so they may see why one answer may be good, another poor.

This may seem time consuming, but only so and by taking time and effort to grade and give written comments on each paper will the pupil become conscious of strengths and weaknesses. Individual conferences may also be helpful. Keep in mind that we are not interested in just covering more ground with this group, but in

developing such abilities. Another caution must be observed. Adjust the number of questions to the allotted time so the pupil may have a reasonable time in which to work. At times a test may be a combination of objective and essay questions. Again, it may be completely essay, but give only the questions that can be answered adequately in the time allotted.

Grading

"In general the performance of students in classes for gifted should be judged in relation to all students taking comparable courses. If they have been well selected they should earn superior grades almost exclusively."1/

If they fail to perform at a high level, the teacher must exercise his judgment. It would be wise to consult with the guidance counselor and parents and possibly to consider re-scheduling if he has been mistakenly put in the group.

Realistic appraisal in terms of the pupil's ability is important. That it be done by both the teacher and by the pupil himself is very necessary.

1/ Milton Klein - Social Studies for the Academically Talented, p. 63

PART II

GRADE LEVEL APPLICATIONS

General Teaching Suggestions to Teachers

Grades Seven, Eight, and Nine

The approach from the very beginning with gifted groups should be to develop both breadth and depth in the content for the grade with an emphasis on the quality of the work to be expected from these students. Make an effort to have them understand their obligation.

Let them share from the beginning in the planning of their learning experiences. This doesn't mean that they take over. The teacher will indicate the work to be covered, and with the class consider how they can best assimilate the information and get the understandings they need. Rapid learners have many ideas to offer and can use initiative in finding ways to accomplish what they need to do. The teacher will need to guide and direct them in their efforts. These youngsters can learn from each other and in doing so with the teacher's help develop useful guides in human relations - respect for what the other fellow does.

Emphasis on the development of skills has been indicated. Remember that the most effective way to develop these social studies skills is through the medium of the subject matter where they are to be applied. The real test of command of a skill is actual performance in situations requiring its use. There is no uniformity of devices or techniques, but practice in study skills is accompanied by the use of subject matter related to meaningful learning activities. None of these is learned in isolation.

Teachers should become familiar with the library and audio-visual materials for each unit which will add enrichment and insight for this group. If such materials are noted in the section for Teacher Notes in the Appendix, these can then be referred to for future use as teaching materials for gifted groups are refined.

In the grade sections which follow, some suggestions will be given. These are examples of possible procedures. Teachers with these groups will probably develop many more. It will be helpful if teachers will note in the section provided for Teacher Notes in the appendix procedures or techniques that seemed particularly successful or productive with their group. By sharing them richer experiences for all may result. While some specific suggestions are given in each grade, no attempt has been made to develop each unit in any detail. Teachers themselves undoubtedly will develop many more and pupils, given encouragement and help, will contribute even more ideas.

Teaching this group can be challenging; it can be fun. To see these pupils with high potential grow in achieving understanding, skills, attitudes, behavior can be both gratifying and satisfying. Teaching the academically gifted, however, is not easy. It takes time, energy, and an interested, enthusiastic teacher.

Grade Seven
The World We Live In

Teachers should apply the principles of this guide in adapting the units of the basal social studies for teaching gifted groups.

A sample of such adaptation for Unit I, The Beginning of Civilization, follows. Teachers are encouraged to use this design as a guide in developing modifications and extensions of the other units included in social studies, grade seven.

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Getting Ready for Unit I

Since the materials of the course will draw on both geography and history, it might be a good starting point with this group to clarify what history is - what geography is - and how the two are related. Show, too, how what is happening today may be related to the past as well as become the history of tomorrow. These can then be referred to throughout the course. Relating the past to the present whenever possible will give meaning and purpose to the course.

Unit I, The Beginning of Civilization

Beginning with the study of early man offers an opportunity to consider how this information has come down to us. This group can begin to learn how the historian gathers and evaluates his information. The teacher will go beyond text materials and use many sources with these pupils. The role of archaeology provides an excellent opportunity to become familiar not only with how the archaeologist works, but also how his findings are used. In finding this out, pupils can be given experience in the use of the library and in locating and organizing information.

For Research

These skills can be developed in relation to early man and how he lived. The information could be organized under such headings as - how he obtained his food, how he dressed, what discoveries he made - tools, etc. These materials may prove helpful.

Bauman, Hans, Caves of the Great Hunters, Pantheon Books, 1954
Chubb, M. A., Nefertiti Lived Here, Crowell, 1955
Goldman, I. and H., First Men: The Story of Human Beings, Abelard - Schuman, 1955
Koenigswald, G. H., Meeting Prehistoric Man, Harper Bros., 1956
Morek, K. W., Gods, Graves, and Scholars, Knapf, 1951
Tunis, Edwin, Wheels: A Pictorial History, World Publishing Co., 1955

Creative Activities

An opportunity to develop creativity can be found in suggesting such topics as A Day in the Life of Early Man, What the Invention of the Wheel Meant to Civilization, Why the Discovery of Fire was One of the Great Discoveries of All Time, The Rosetta Stone as a Key to History, original drawings.

The Use of Time - Lines

Since historical events have been placed for convenience in three time periods (ancient, mediaeval and modern), it is essential that these pupils become familiar with these terms and develop historical perspective. (See Appendix - Time Line).

This procedure may be used with good results. Construct a time line drawn to scale, about one inch for 2000 years, and cut out cardboard sections for each period. These can be applied to the time line as the subject matter dealing with them is to be studied. Use dotted lines for prehistoric and future time.

prehistoric - up to about 5000 B.C.

ancient - 5000 B.C. to about 500 A.D.

mediaeval - from 500 to 1500 A.D.

modern - from 1500 A.D. to the present

Pupils may also keep this in their notebooks for reference and review. On the time line the teacher can demonstrate some basic terms like century, generation, decade, circa. As the content is developed for ancient times, important events, leaders, and contributions can be shown on the time lines. Similarly the same can be done for subsequent periods.

Use of Source Materials

As the story of early civilization is unfolded, there is the opportunity to acquaint pupils with source materials. Some materials to use here might include:

Botsford, G. W., Sourcebook of Ancient History
Van Loon, Story of Mankind
Webster, H., Historical Selections
Wells, H. G., Outline of History

Map Study

Map study can be used to advantage. What can we learn from the map that will help us to understand why Egypt and Mesopotamia became the cradles of western civilization?

Other Learning Activities

Activities for this group might involve learning to work effectively in groups as well as individually. One committee might work on Egyptian civilization, another on Mesopotania. Reports could be given on the geography of the region, on picture writing, primitive man in the twentieth century, how people lived and other topics.

Vocabulary

In the discussions on this area, vocabulary can be developed which would include understanding the meaning of prehistoric, geology, time concepts of century, B.C., A.D., etc.

Evaluation

Sample discussion questions might include questions such as:

Would you have preferred to be a citizen of Greece or Rome? Explain why.
Why did ancient civilizations decline?
Compare the reasons for the decline of Greece with those of Rome.
What may we learn today from the decline of ancient civilizations?
Do you think it was a wise policy for Rome to extend the privilege of citizenship to the peoples she conquered? Support your answer with evidence.

Sample objective questions:

Directions: Write on your answer sheet the letter that best completes the following statements:

1. A contribution of primitive man was (a) an alphabet (b) the jury system (c) discovery of fire (d) the calendar

2. The fertile crescent includes the river valley of (a) the Ganges (b) the Nile (c) the Rhine (d) the Tigris-Euphrates

3. Ancient Greece was noted for (a) extension of citizenship to foreigners (b) gladitorial combats (c) Olympic games (d) paved roads

4. A belief in one god was a feature of the religion of the (a) Greeks (b) Hebrews (c) Persians (d) Babylonians

Getting Ready for Unit II

By using the time line, the transition from ancient times to the Middle Ages can be made. The meaning of the Middle Ages can be graphically developed as they see the Middle Ages placed between ancient and modern times. This period can then be divided into centuries and on it the chronological position of persons and events may be indicated.

Grade Eight
Our American Story

Teachers should apply the principles of this guide in adapting the units of the basal social studies guide for teaching gifted groups.

A sample of such an adaptation for Unit I, Why Europeans Came to the New World, follows. Teachers are encouraged to use this as a guide in developing modifications and extensions of other units included in social studies, grade eight.

Getting Ready for Unit I

This first unit provides an opportunity to review some of the information and understanding gained in Grade Seven - "The World We Live In." It will enable the teacher to establish more firmly with this group the concept of the flow and continuity of history and to show again the influence of geography on history. To review what history is and how this historian gathers his information should be done in order that it becomes part of the gifted pupil's background of information and understanding. (See Grade 7 - Getting Ready)

Continuing to build on the development of social studies skills in this grade should be a major objective. The teacher's planning should include the use of maps and globes, the search for the why and the how, to make comparisons, to draw conclusions and inferences, to insist on quality and accuracy in work as well as opportunities for creative expression.

To remind pupils of the ways in which new ideas changed mediaeval Europe and laid the basis for the age of and discovery of exploration, the recordings, World of the Middle Ages (SSO), might be played.

Unit I, Why Europeans Come to the New World

For Research

In order to recall the European background of the age of discovery and exploration, a plan such as the following might be used to introduce the group again to such skills as gathering information, organizing and presenting it, and to gain some experience in committee work.

Divide the class into 5 groups, each with the responsibility for a particular topic.

Group 1 - Economic developments - how the decline of feudalism and the growth of business and commerce helped to bring about the age of discovery

Group 2 - Political development - how the rise of strong nations helped to make major exploring expeditions possible

Group 3 - Intellectual development - how the developments of the Renaissance, particularly in science, were a basis of discovery

Group 4 - Religious motivation - how religious reasons motivated explorers

Group 5 - Social changes - how the decline of serfdom and the rise of a middle class were factors in bringing on the age of discovery

Time should be given for each group to gather its information, to determine how to organize it to present it to the class, for presentation, and for class discussion based on the reports. Ask such questions as: Which explorer was more successful in achieving his purpose? Which explorer probably had more influence on future developments? Here this group might be able to compare some of the ideas that changed the world in the fifteenth and sixteenth centuries with those that are changing it in the twentieth century.

Other Learning Activities

1. Formulate "ads" for attracting people to go on voyages of discovery and exploration. These should reflect the variety of motives that led people to go. These could be done orally, in written or poster form.

2. Prepare a tape recording or a dramatization "Voyages of the Explorers." One pupil may act as narrator, others play the roles of explorers. He might include such things as:
   a. Why I Left Europe
   b. Where I Went
   c. What I Found
   d. What I Accomplished

3. Develop a time line for the period 1450-1600 with items platted on it to show important events in their chronological setting. This can be extended and continued throughout the course.

4. Original writing projects (1) "You Are There" (2) original journals, diaries, letters.

5. Models or drawings of ships and equipment of the fifteenth and sixteenth centuries or scale drawings to contrast the size of ships with modern ocean liners.

6. Maps - showing the routes of the explorers.

7. Develop a game to be used by the class for review. Call it Historical Clues. Some suggestions:

   1. I was the first European to sail from Africa to India.

2. I was a Portugese navigator.

3. My first name was Vasco

Decrease the point values as additional clues need to be given.

8. Develop a chart to give useful information worth remembering about explorers.

9. Report on the navigation aids used by the explorers, e.g. - compass, astrolabe, sextant, chronometer, mercator map. How would these compar with those available today?

10. Begin to develop a Who's Who in Our Country's Story. Add to it as each unit is studied.

11. Compare modern discovery and exploration -- e.g. -
The continent of Antarctica or space
   a. Who discovered and explored it
   b. Whether there are conflicting claims
   c. Why nations are interested

SUGGESTED MATERIALS

Supplementary Reading

Age of Exploration, Life, March 22, 1948
Beard and Beard, The Making of American Civilization
Commager, H. S., Ed., Heritage of America
Duvoisin, Roger, They Put Out to Sea: The Story of the Map
Faulkner and Kepner, America, Its History and People
Hoffman and Grattan, Ed., News of the World and News of the Nation
(History in newspaper form)
Leithauser, J. G., World Beyond the Horizon
Shippen, Katherine, Leif Erikson, First Voyager to America

Filmstrips

Age of Exploration, Life (SSO)
European Explorers Discover a New World, Pageant of America Series (SSO)

Recordings

The World of the Middle Ages
The Feudal Manor
Towns Against Feudalism
Gateway to Discovery
The Renaissance Scientists

Evaluation (see page 21)

Sample essay questions:

1. Explain the three principal forces in Western Europe which led to the age of discovery and exploration.

2. What changes occurred in man's knowledge of the world in the period from 1480-1525?

3. Explain how Magellan's voyage achieved what Columbus had failed to do.

Sample objective questions:

Write on your answer sheet the letter that best completes the statement.

1. Why did the countries on the west coast of Europe lead in the exploration of the unknown world in the fifteenth and sixteenth centuries? (a) the most experienced mariners were from these countries (b) these countries had to find new routes to break the trade monopoly of the Mediterranean countries (c) these countries had established strong national governments which could grant trade monopolies.

2. What was the most important motive behind the activities of the English "sea dogs" of the sixteenth century? (a) to find a western passage to the Indies (b) to break the Spanish trade monopoly (c) to plant English colonies in America (d) to defeat the Spanish Armada.

3. Columbus favored a westward route across the ocean to the Spice Islands because: (a) The Turks had closed the route to India via southern Africa (b) The Pope had granted the Portugese a monopoly of the direct trade with the Far East (c) He believed this would prove to be the shortest route (d) Marco Polo had thought it possible.

Grade Nine
Our Pennsylvania Heritage

Teachers should apply the principles of this guide in adapting the basal social studies guide for this grade for teaching gifted pupils.

A sample of such an adaptation for Unit I, Pennsylvania in Its Geographic Setting, follows. Teachers are encouraged to use this as a guide in developing modifications and extensions of other units included in social studies, grade nine.

Getting Ready for Unit I

Before starting with text materials, it would be wise for the teacher to take time to acquaint these pupils with an overview of the work for the year and the objectives of ninth grade social studies. Objectives should not only be known to the teacher but also to the pupils. Their familiarity with general objectives will enable the teacher to have them work out under her direction specific objectives for each unit. This will give them a sense of direction and of the responsibility in planning for their own achievement.

Pupils should be encouraged to see Pennsylvania's development in the context of Our Country's Story, a case study which enables them to have a more intimate picture of our history and government. They should also be helped to identify the interests of their state and their own interests with those of their community and nation, and to recognize their responsibility for preserving and extending that heritage.

In ninth grade, the teacher should continue to develop the growth in the skill areas. With growth in maturity should come increasing skill and abilities in these areas. On this level, an attempt should be made to increase the student's ability to document his sources of information. To know simple bibliographic forms and how to compile a bibliography should receive attention.

Sample Development - Unit I, Pennsylvania in Its Geographic Setting

To develop interest the new color movie available through Bell Telephone, Pennsylvania: Keystone of the Nation, might be shown. To introduce the pupil to his state, help him to understand the importance of Pennsylvania's geographic location and the geographic features which affect it. The state's use will all be part of the picture.

SUGGESTED ACTIVITIES

1. By research find why early settlers selected this geographical area for settlement.

2. Interview people in Abington to find out why they chose to locate here. Share this with the class.

3. Study the map and find the important rivers of Pennsylvania. Read as much as you can about them and using a map, report to the class on Pennsylvania Rivers.

4. Make a map of Pennsylvania showing the important surface features, rivers, and lakes.

5. Make a comparison of Pennsylvania's population, both in size and density with a neighboring state of New Jersey or New York.

6. On an outline map of the state show the location of its natural resources. Include minerals, products, lakes, rivers, waterfalls, mountains.

7. Make a list of things you're learning about your state that you may not have known before. Headings might be: "Do You Know This About Pennsylvania?" or "Things I Never Knew 'Til Now About Pennsylvania."

8. Begin a looseleaf scrapbook on Pennsylvania. Organize it according to a plan which the class agrees upon. Throughout the year pictures, clippings, and other materials may be contributed and collected. By the end of the year the class should have a valuable collection.

9. Begin the preparation of a resource book on Abington which might be used for reference by a fifth grade group studying our community. It would be undertaken as a project continuing through the year. Its title might be Abington: Its Story and Its People. It might include:

    Attractive cover page, etc.
    Geography of Abington
    Founders and early history
    Population growth
    Government
    Services to citizens on how our tax money is used
    Leaders
    Churches
    Hospitals
    Service agencies
    Education
    Recreation
    Transportation
    Business and industry or Earning a Living in Abington
    Maps

SUGGESTED MATERIALS

Supplementary Reading

Canby, H. S., The Brandywine
Murphy and Murphy, Pennsylvania Landscapes
Myers, R. E., The Long, Crooked River
Nolan, J. B., The Schuylkill
Pennsylvania Trees, Pennsylvania Department of Forests and Waters, Harrisburg, Pennsylvania, 1925
Wildes, H. E., The Delaware

Filmstrips

Getting Acquainted with Pennsylvania, TA-VL
A Bird's Eye View of Pennsylvania, TA-VL
Forests, A Renewable Resource, TA-VL
A Land - Form Traverse Across Pennsylvania, TA-VL
Pennsylvania's Buried Treasures, TA-VL

Films

Pennsylvania: Keystone of the Nation, Bell Telephone, TA-VL
Delaware River - Port of Opportunity, Philadelphia Commercial Museu
Highway to the World, Philadelphia Commercial Museum
Sylvan Holiday in Pennsylvania, Free Loan, D.P.I.
The Port of Pittsburgh, Free Loan, D.P.I.

Maps

Physical Map of Pennsylvania - Aero Service
Map of Montgomery County - Hearn
Political Map of Pennsylvania - Nystrom

EVALUATION

In selecting the types of evaluation to be used, the teacher shou in mind all of the objectives and attempt to evaluate in terms of thes both formal and informal evaluation techniques.

Sample essay questions:

1. How did Pennsylvania's geographic location justify its bei called "The Keystone State?"

2. Why is the Delaware Valley important to the economic prosp of Pennsylvania?

3. How has Pennsylvania's natural resources contributed to it growth and prosperity?

4. Explain the features of each of Pennsylvania's five geographic regions.

Sample objective questions:

1. States with which Pennsylvania has common borders are _____ _____.
2. The rivers that connect Pennsylvania with the Atlantic Ocean are _____.
3. The hard coal area of Pennsylvania is to be found in the _____area while the soft coal area is around _____.
4. The town of _____ is know as "The Chocolate City" because _____.
5. Iron ore mines in Pennsylvania were located in _____.

CHECKLIST FOR NOTING CHARACTERISTICS OF INDIVIDUAL PUPILS *

Pupil's Name _____ Grade _____

Date _____

	Seldom	Sometimes	Usually	Comments
MENTAL CHARACTERISTICS				
1. Shows long attention span				
2. Makes logical associations				
3. Displays originality in self-expression				
4. Exercises initiative				
5. Evidence of power to generalize				
6. Uses vocabulary in excess of age level				
7. Shows high degree of intellectual curiosity				
8. Displays ability to follow relatively complex directions				
9. Read widely for informational purposes				
10. Has deep and varied interests				
EMOTIONAL CHARACTERISTICS				
1. Displays good social adjustment				
2. Demonstrates superior mental health				
3. Shows signs of accelerated character development				
4. Shows self-reliance				
5. Prefers older companions				
6. Easily gives way to boredom with routine				
7. Is critical of self and others				
8. Seeks adult approval rather than peer approval				
PHYSICAL CHARACTERISTICS				
1. Is taller than height prescribed by age norm				
2. Is stronger than his age peers				
3. Displays general good health				
4. Is more physically mature than age group of same sex				
5. Demonstrates good physical coordination				

*Adapted from How to Educate the Gifted Child, Metropolitan School Study Council, New York

PART III

APPENDIX

CHECKLIST FOR RECORDING IMPROVEMENT IN SOCIAL STUDIES SKILLS

Pupil's Name _____ Grade _____
Date _____

	Poor	Fair	Excellent	Comments
LOCATING AND GATHERING INFORMATION				
Using the library				
Using books and periodicals, other sources				
Conducting interviews				
ORGANIZING AND EVALUATING INFORMATION				
Defining key terms				
Recognizing main and subordinate points				
Distinguishing between relevant and irrelevant data				
Logical arrangement of ideas-outlining				
Indication of time and place				
Indication of sequence of events				
Recognition of cause-effect relationship				
Note taking				
SPEAKING AND WRITING SKILLS				
Note taking				
Outlining				
Discussion				
Book reviews				
Making a bibliography				
Writing a report				
Reporting orally				
Interviewing				
DISTINGUISHING BETWEEN FACT, OPINION, PROPAGANDA				
DRAWING GENERALIZATIONS AND CONCLUSIONS FROM DATA				
USING MATERIALS IN GRAPHIC FORM				
DEVELOPING TIME SENSE AND CHRONOLOGY				
USING AND INTERPRETING GRAPHIC MATERIALS				
Maps and globes				
Charts				
Statistical Tables				
Graphs				
Cartoons				

COMPARISON CHARTS

Greece and Rome

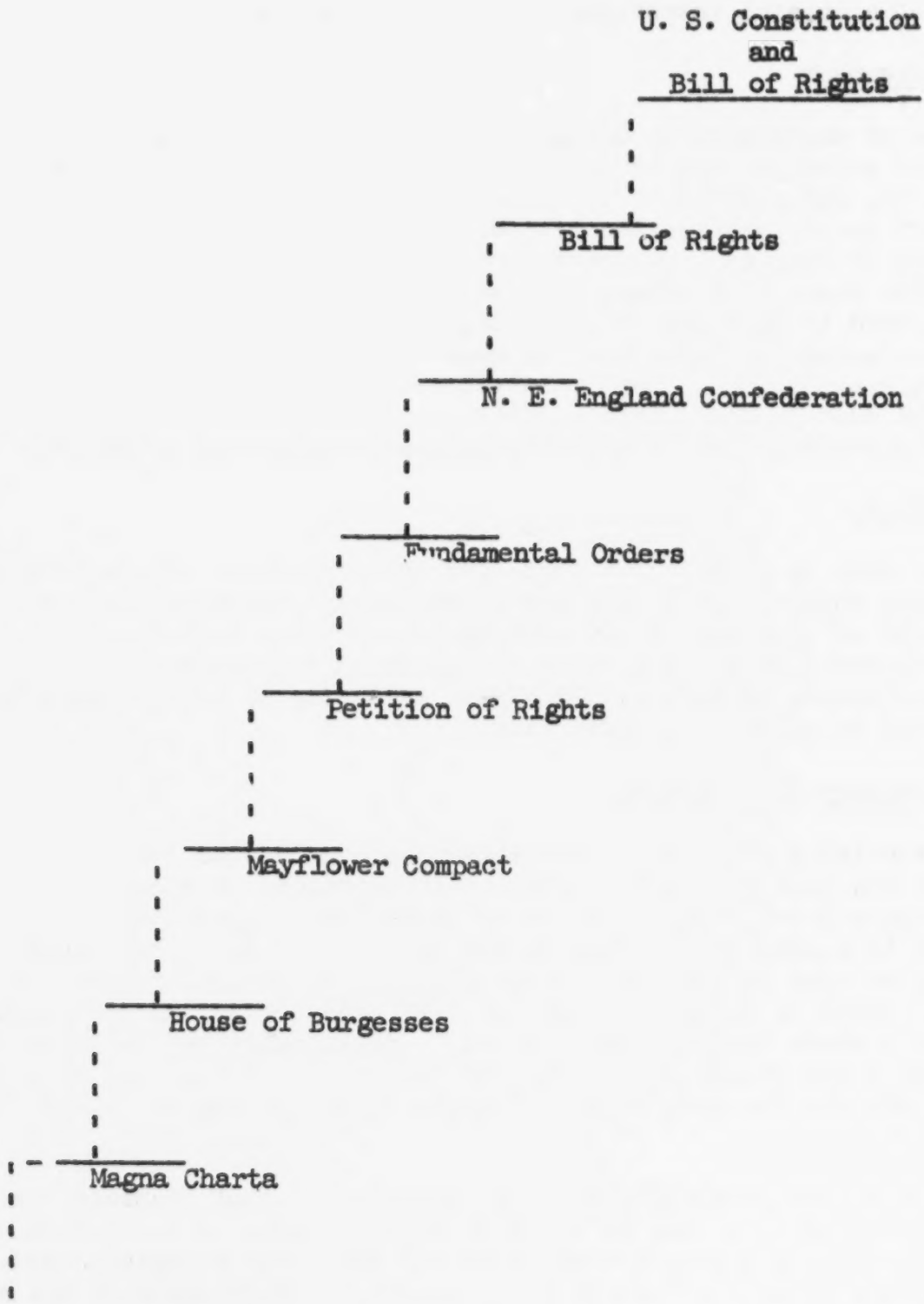
	Greece	Rome
Influence of geography on history		
Contributions to civilization		
Famous leaders		

Characteristics of Feudalism

Political (relating to government)	Economic (relating to earning a living)	Social (relating to the way people lived, their customs and institutions)

Device for teaching basic liberties in our government. Convey the idea that these are not obtained over night.

Line and stair diagram



*Social Studies Department
Abington Senior High School

DIRECTIONS FOR WRITING A RESEARCH PAPER

Definition

"A research paper is a piece of expository writing which presents the results of a careful investigation of some chosen subject."

Purpose of Assignment

This type of assignment is designed to develop interest and skill in methods of research, and to give you the opportunity to gather material, organize it, and present it in a comprehensive manner. Skill in the use of library tools, preparation of a bibliography, the use of footnotes, evaluation of sources, preparation of notes, making an outline, and writing the paper in a clear, concise, interesting style are all skills you will need to make use of in college or in any situation where a report is called for involving information from multiple sources. You should understand, too, that "research is responsible." Unsupported statements must be challenged unless they are so commonly accepted as to be uncontroversial. Facts and reasoning are supporting evidence.

Choosing the Topic

The first step is to select a topic for investigation. Choose wisely by selecting a topic in which you are sufficiently interested to warrant the expenditure of time and effort necessary to produce a good paper. Do not pick too broad a topic or a vague one on which you may have difficulty securing resource materials. Have your selection of a topic approved before you proceed to gather your materials.

Making a Preliminary Bibliography

Having selected a subject for investigation, the second step is to prepare a list of the best relevant sources of information. A suggested technique is to acquire 3 x 5 cards on which to record bibliographical data, one reference to a card. The entry on the card should follow the same form that will be used in the final bibliography, but in addition should contain the call number in the upper right or left hand corner and the library or other place where this source is found. Occasionally you may also wish to include a key phrase or sentence at the bottom of the card as a reminder of a thought for the task ahead. Example: "Perhaps the best authority on the subject."

To compile a list of bibliographical sources, you might consult one or all of the following: (1) any of the good encyclopedias or special reference books; (2) the library card catalogue; (3) the various magazine and newspaper indexes (Reader's Guide); (4) critical bibliographies at the end of chapters or books; (5) and, of special significance in the social sciences, the Encyclopedia of the Social Sciences and the Harvard Guide to American History.

*N. B. - Teachers should not expect mastery of this form at junior high level. It is included here so that teachers may be familiar with the format used in the Senior High, as they teach the simpler forms as basic preparation.

Making a Preliminary Outline

Even before notes are taken on the overall topic under investigation, a preliminary evaluation of the material and a tentative outline are necessary in order to limit the subject and to create the proper headings or divisions. At this juncture you should begin to ask such questions as what? why? where? how? To avoid confusion at a later stage of the work, start by first reading several general articles in a text or encyclopedia which present a survey account. As you begin to organize you thoughts into an outline, you may wish to use the historical method of organizing research material. It follows this pattern: causes, origin, successive steps of development, results, and conclusions or generalizations from the study. Please note that the first and last of these are extremely important and must not be neglected.

The outline form to be used employs a system of numbers, letters, and indentations indicating major divisions and subdivisions of the topic. Example:

I.

A.
B.
1.
2.
a.
b.

II.

A.
B. etc.

Reading and Taking Notes

The success of your paper depends in large measure upon the kind of notes you take. The subject headings established in your preliminary outline should draw you to the pertinent material. In taking notes, some simple rules followed by most scholars are:

1. Take all your notes on cards or loose sheets of paper of uniform size: 3 x 5, 4 x 6, etc.
2. Write plainly and accurately, without crowding, and in sufficient detail to be completely intelligible at a later time when you refer to it.
3. Write on only one subdivision of the topic on a card. If necessary, use both sides of the card. Clip them if more than one card is used.
4. Use a new card for each substantial piece of information located regardless of whether it appears within the same book or in a number of works.
5. Use the upper left of the card to indicate the subject heading label of the card.
6. At the upper right, or just below the note itself, state the source by author, work, and page(s) in abbreviated form. An

alternate method is a code number which corresponds to the source on the working bibliography card.

7. Use care in summarizing the exact meaning of the authors you read. When copying notes verbatim, follow these four rules: decide that the passage is worthy of direct quotation, that the original is copied exactly, that quotation marks are used and that the source is correctly acknowledged. Be sure that by lifting it out of context, you are not changing meaning intended by the author. Remember to give credit where credit is due, whether you are quoting verbatim, summarizing, or paraphrasing.

Writing and Documenting the Paper

When you have completed your research, the next logical step is to construct a finished plan or revised outline. This should be accomplished only after you have carefully studied all of your notes, arranged them in the order of their use, and discarded those of no value. The revised outline will no doubt follow rather closely the pattern of your preliminary outline. Next comes the task of writing a rough draft of the paper, following the plan of your revised outline. Take care to include footnotes as a part of your rough draft, but do not be too concerned about literary excellence or style at this point. If time permits, let a day elapse and then direct your attention to a final revision. Go through your entire theme with a critical eye for improvement in structure and form - - spelling, grammar, punctuation, and rhetoric. Avoid slang expressions, abbreviations, or very long or very short paragraphs. Keep within the approximate length that has been suggested for your paper: minimum _____, words, maximum _____ words.

Footnotes

Purpose

To be helpful in mastery of the topic
To carry out the tradition of honor among scholars to give credit where credit is due.

When to use footnotes

To give source of little-known information or information so recent that it is not commonly known or accepted.
To designate a thought, opinion, theory, or explanation developed by an author even if it is not a direct quote.
To give explanatory note which may be incidental but not sufficiently relevant to be included in the text of the paper.
To acknowledge by an exact reference all quotations and all important statements of fact borrowed from an author.
To insert your own pertinent comments if they have no place in the text but add interest to the discussion.
To use as a cross reference to some other parts of the paper.

Location

Written at the bottom of the page on which the reference appears
or
Written together on a separate sheet(s) of paper and placed at the end of the report but before the bibliography
or Written within the body of the paper following the citation.

Documenting the quotation or information

Place the number 1 after the quote or material to be footnoted, 2 after the second, etc. -- in a continuous series either at the bottom of each page or at the end of the paper. Place the number above the line as noted in the example.
Place within quotation marks all sentences or phrases containing the exact words of the author.

Example:

Harrison's ineffectual attack on the Indians at Tippecanoe had the double effect of crystalizing a fearsome Anglo-Indian alliance and germinating a new national hero who reached his full stature years later. [1]

Indeed Clay was but reflecting public sentiment for Harrison's irresistible faculty for making friends as displayed by one soldier's opinion that he was, "a very plain-looking and plainly clad man in whose company we cannot but be perfectly at ease." [2]

If the quotation is long (over 5 lines) single-space and indent from the main body of the composition. Omit the quotation marks.

Making the Footnote

Note the contrast in footnote and bibliographic form. In each bibliographic entry the first name of the author is listed last while in the footnote it is just the opposite. Note the change in arrangement, punctuation, and addition of page entries used in the footnoting.

Save enough space at the bottom of the page for footnotes that are to be entered. Draw a line about one third the width of the page beneath the text of the paper. Below this line enter the footnotes.
On the separate footnote sheet or at the bottom of the page on which the first borrowed expression occurs, place the number 1 and make the footnote according to the samples. Then follow with number 2, etc.
Number the footnotes consecutively to the bottom of each page or to the end of the paper. Use Arabic numbers.

Use Ibid. (In the same place) if you are referring to a book mentioned in the footnote immediately preceding.

Example - Ibid., p. 332

Sample Footnote Form

Book:

James A. Michener, The Voice of Asia, pp. 191-219.

Ibid., p. 301

Pamphlet:

William Henderson, New Nations of Southeast Asia, p. 4.

Periodicals:

Francis C. Coulter, "An American Pioneer," House and Garden, 69 (March, 1946), p. 104.

Encyclopedia:

Frederick L. Paxson and Rupert B. Vance, "Frontier," Encyclopedia of the Social Sciences, Vol. 6, pp. 503-509.

Newspapers:

New York Times, March 17, 1954, p. 11.

Bibliography

A bibliography is an alphabetically arranged list of books, pamphlets, periodical, encyclopedia, and newspaper articles on a given subject. All of the sources in each category can be arranged separately or grouped together depending upon the length of the bibliography and the direction of the instructor.

Sample Bibliographic Forms

Books: List alphabetically by author

Single author	Gunther, John, Inside Asia, New York, Harper and Bros., 1953.
Two or three	Auslander, Joseph and Hill, James, The Winged Horse, Garden City, New York, Doubleday, Doran, and Co., 1929.
More than three	Josephs, Harry J. and others, American Government Today, New York, The Macmillan Co., 1951.
An edited book	Jamison, Edward H. (ed.), Contemporary Europe, New York, Prentice-Hall, Inc., 1950.
No author named	An Evaluation of Russian Communism, New York, Harcourt Brace and Co., 1954.

Encyclopedias:

Signed article	Morris, Edward E., "The Russian Language," The Encyclopedia Britannica, 1956 edition, Vol 17, pp. 47-48.

Unsigned — "Buddha and Buddhism," The Encyclopedia Britannica, 1951 edition, Vol. 4, p. 325.

Periodicals:

Clark, Robert H., "The Communist Influence in the United States," Foreign Affairs, Vol. 28, (October, 1956), pp. 282-289.

"The Federal Government," The Political Science Quarterly, Vol. 18, (June, 1953), p. 8.

Newspapers:

Signed article — Bryce, James, "Follow Travelers in the United States," New York Times, Feb. 23, 1936, p. 1.

Unsigned — "Fellow Travelers in the United States," New York Times, Feb. 23, 1936, p.1

Pamphlets and Bulletins:

Hayt, Edward, "Freedom From Want: A World Goal," Public Affairs Pamphlet, No. 80, 1943

Sources of Information

Learn to distinguish between primary, secondary, and tertiary sources.

A primary source is a firsthand account or document. E.g., manuscripts, diaries, wills, letters, historical documents, eyewitness accounts, and some newspaper materials.

In using primary sources the writer applies his own critical opinion and judgment in their presentation.

Secondary sources are those that have been compiled from original and primary sources. E.g., biographies, historical reference materials, some autobiographies, and other books.

Their value depends upon the primary sources and the skill and accuracy with which the writer has used them.

Tertiary sources are those compiled from secondary sources. E.g., textbooks, encyclopedias, etc.

These are subject to all the limitations and inaccuracies which may have been included in the secondary sources on which they are based. They may be reliable or inferior depending on the

level of scholarship in the secondary sources and of the writer of the tertiary source.

In writing a research paper the first two types should rank first. Use encyclopedias only to get an overall exposition on your subject. This may help you to develop your outline and guide your reading for further study of the topic. Should you find disagreement in sources, indicate this in your paper either in the text or footnote.

The Completed Paper

Content

1. Title page -- containing the title of the theme in capitals, full name of the author (you), title of the course, teacher's name, school, date
2. Preface or Introduction -- optional
3. Table of Contents or Outline
4. Summary or Conclusion
5. Illustrations -- optional
6. An Appendix -- optional
7. Footnote page -- optional
8. Bibliography -- final page of report

Form

1. Use good quality paper of standard size if typewritten or regular essay paper in ink if in longhand. In either case, use only one side of the paper.
2. Margins should be approximately one inch from the top of the page, on the right side and the bottom; a margin of one and one-half inches should be on the left side.
3. Use double spacing if typing. Extended quotations (over 5 lines) and footnotes are to be single-spaced and indented from both side margins about one inch.
4. Pages should be numbered in Arabic numerals in the upper right corner.

Revised in cooperation with
the English Department
1960

Sources Used in Preparation of This Guide

Abington's Program for the Education of Gifted Children, Report of Township Committee for the Study of Gifted Children, 1957, School District of Abington Township, Abington, Pennsylvania

Carpenter, Helen McCracken, Ed., Skills in Social Studies, National Council for the Social Studies, Twenty-fourth Yearbook, 1953, Washington, D.C.

Controversial Issues in the Classroom, National Education Association, 1961 Washington, D.C.

Cutts and Moseley, Teaching the Bright and Gifted, Prentice-Hall, 1957 Englewood, New Jersey

Gavian, Ruth Wood, The Social Education of the Academically Talented, NCSS, Curriculum Bulletin 10, 1958, Washington, D.C.

How to Educate the Gifted Child: A Collection of Practical Suggestions, Metropolitan School Study Council, 1956, 525 W. 120th Street, New York 27, N.Y.

Klein, Milton M., Social Studies for the Academically Talented, N.E.A. and the National Council for the Social Studies, 1960, Washington, D.C.

Morse and McCune, Selected Items for Testing Study Skills and Critical Thinking, Bulletin 15, NCSS, 1957, Washington, D.C.

Scheifele, Marian, The Gifted Child in the Regular Classroom, Bureau of Publications, Columbia University, 1953, New York

Summary of Research on the Academically Talented Student, N.E.A. and American Educational Research Association, 1959, N.E.A., Washington, D.C.

Teaching American History, American History Bibliography, Teaching World History, World History Bibliography, Bureau of Secondary Curriculum, New York State Education Department, Albany, New York

Teaching Rapid and Slow Learners in High Schools, U.S. Department of Health Education, and Welfare, 1954, Washington, D.C.

Techniques Used with Superior Students in the Social Studies, Curriculum Committee of the New York State Council for the Social Studies, 1957, New York State College for Teachers, Albany, New York

Teacher Notes: